

McClellanville Middle

711 Pinckney Street
McClellanville, SC 29458

Grades	6-8 Middle School	
Enrollment	184 Students	
Principal	William C. Price	843-887-3232
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	0	13	20

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Good	Yes
2005	Below Average	Unsatisfactory	No

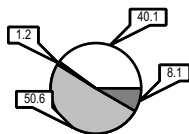
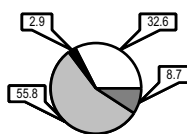
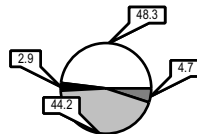
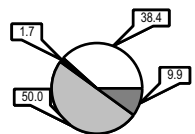
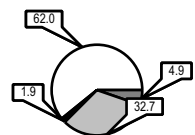
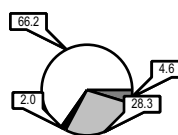
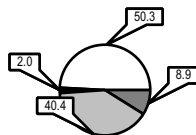
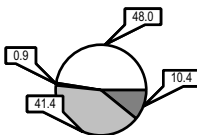
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	195	99.5	39.8	50.9	8.2	1.2	18.7	Yes	Yes
Gender									
Male	94	98.9	57.3	36.6	6.1	0.0	11.0		
Female	101	100.0	23.6	64.0	10.1	2.2	25.8		
Racial/Ethnic Group									
White	18	100.0	50.0	37.5	12.5	0.0	31.3	I/S	I/S
African American	175	99.4	37.9	52.9	7.8	1.3	17.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	172	100.0	33.6	55.9	9.2	1.3	21.1		
Disabled	23	95.7	89.5	10.5	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	195	99.5	39.8	50.9	8.2	1.2	18.7		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	193	99.5	39.1	51.5	8.3	1.2	18.9		
Socio-Economic Status									
Subsidized meals	182	99.5	41.9	48.8	8.1	1.3	17.5	No	Yes
Full-pay meals	13	100.0	9.1	81.8	9.1	0.0	36.4		

Mathematics – State Performance Objective = 36.7%									
All Students	195	99.0	32.2	56.1	8.8	2.9	25.7	Yes	Yes
Gender									
Male	94	97.9	45.1	45.1	7.3	2.4	18.3		
Female	101	100.0	20.2	66.3	10.1	3.4	32.6		
Racial/Ethnic Group									
White	18	100.0	31.3	56.3	12.5	0.0	31.3	I/S	I/S
African American	175	98.9	31.4	56.9	8.5	3.3	25.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	172	99.4	27.6	59.2	9.9	3.3	28.9		
Disabled	23	95.7	68.4	31.6	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	195	99.0	32.2	56.1	8.8	2.9	25.7		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	193	99.0	31.4	56.8	8.9	3.0	26.0		
Socio-Economic Status									
Subsidized meals	182	98.9	33.1	54.4	9.4	3.1	26.3	No	Yes
Full-pay meals	13	100.0	18.2	81.8	0.0	0.0	18.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	195	99.5	48.0	44.4	4.7	2.9	7.6
Gender							
Male	94	98.9	53.7	42.7	1.2	2.4	3.7
Female	101	100.0	42.7	46.1	7.9	3.4	11.2
Racial/Ethnic Group							
White	18	100.0	43.8	37.5	6.3	12.5	18.8
African American	175	99.4	47.7	45.8	4.6	2.0	6.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	172	100.0	43.4	48.7	5.3	2.6	7.9
Disabled	23	95.7	84.2	10.5	0.0	5.3	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	195	99.5	48.0	44.4	4.7	2.9	7.6
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	193	99.5	47.3	45.0	4.7	3.0	7.7
Socio-Economic Status							
Subsidized meals	182	99.5	48.1	43.8	5.0	3.1	8.1
Full-pay meals	13	100.0	45.5	54.5	0.0	0.0	0.0

Social Studies							
All Students	194	99.5	38.0	50.3	9.9	1.8	11.7
Gender							
Male	93	98.9	47.6	41.5	9.8	1.2	11.0
Female	101	100.0	29.2	58.4	10.1	2.2	12.4
Racial/Ethnic Group							
White	18	100.0	37.5	31.3	31.3	0.0	31.3
African American	174	99.4	37.3	52.9	7.8	2.0	9.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	171	100.0	33.6	53.9	10.5	2.0	12.5
Disabled	23	95.7	73.7	21.1	5.3	0.0	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	194	99.5	38.0	50.3	9.9	1.8	11.7
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	99.5	37.3	50.9	10.1	1.8	11.8
Socio-Economic Status							
Subsidized meals	181	99.5	39.4	49.4	9.4	1.9	11.3
Full-pay meals	13	100.0	18.2	63.6	18.2	0.0	18.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	68	100.0	48.5	36.8	14.7	N/A	14.7
	7	65	100.0	21.5	64.6	13.8	N/A	13.8
	8	35	100.0	20.0	71.4	8.6	N/A	8.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	57	100.0	48.0	46.0	6.0	0.0	6.0
	7	73	98.6	33.9	56.5	8.1	1.6	9.7
	8	65	100.0	39.0	49.2	10.2	1.7	11.9
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	68	100.0	36.8	38.2	17.6	7.4	25.0
	7	65	100.0	20.0	63.1	15.4	1.5	16.9
	8	35	100.0	28.6	62.9	8.6	N/A	8.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	57	100.0	42.0	48.0	6.0	4.0	10.0
	7	73	97.3	21.0	62.9	11.3	4.8	16.1
	8	65	100.0	35.6	55.9	8.5	0.0	8.5
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	57	100.0	58.0	34.0	2.0	6.0	8.0
	7	73	98.6	32.3	58.1	8.1	1.6	9.7
	8	65	100.0	55.9	39.0	3.4	1.7	5.1
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	57	100.0	22.0	56.0	20.0	2.0	22.0
	7	72	98.6	45.2	48.4	4.8	1.6	6.5
	8	65	100.0	44.1	47.5	6.8	1.7	8.5

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 184)				
Students enrolled in high school credit courses (grades 7 & 8)	14.0%	Up from 8.3%	7.1%	15.5%
Retention rate	3.0%	Down from 10.5%	5.0%	3.0%
Attendance rate	95.1%	Down from 96.1%	94.4%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.1%	Down from 6.6%	9.2%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Down from 6.6%	7.8%	4.6%
Eligible for gifted and talented	12.4%	Down from 12.8%	5.8%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.4%	Down from 12.8%	15.3%	13.6%
Older than usual for grade	12.0%	Up from 11.5%	8.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Down from 2.9%	0.9%	0.8%
Annual dropout rate	1.0%	Up from 0.9%	0.0%	0.0%
Teachers (n= 17)				
Teachers with advanced degrees	52.9%	Up from 47.1%	50.0%	51.8%
Continuing contract teachers	64.7%	Up from 47.1%	68.4%	78.1%
Highly qualified teachers	87.5%	Down from 100.0%	87.8%	89.6%
Teachers with emergency or provisional certificates	8.3%	Down from 16.7%	12.5%	6.0%
Teachers returning from previous year	73.9%	Up from 71.4%	76.9%	85.4%
Teacher attendance rate	93.3%	Down from 95.1%	94.7%	94.9%
Average teacher salary	\$41,127	Up 5.4%	\$40,046	\$41,328
Prof. development days/teacher	15.3 days	Down from 17.1 days	10.8 days	11.5 days
School				
Principal's years at school	1.0	No change	3.0	3.0
Student-teacher ratio in core subjects	15.2 to 1	Up from 13.0 to 1	17.6 to 1	21.3 to 1
Prime instructional time	86.6%	Down from 89.5%	86.9%	89.3%
Dollars spent per pupil*	\$9,559	Down 11.3%	\$7,466	\$6,022
Percent of expenditures for teacher salaries*	57.4%	Up from 53.3%	58.8%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.6%	81.3%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McClellanville Middle School is in the second year of its Comprehensive School Reform Demonstration Grant with Turning Points. The New American Schools design coordinated by the Center for Collaborative Education (CCE) focuses on creating a professional, collaborative culture and making data-based decisions to improve student achievement. With assistance from our regional coach, our school formed a leadership team to set goals and priorities, analyze data, identify challenges, and formulate action plans. Both survey results and student benchmarks indicated the need to strengthen our reading across the curriculum and enhance literacy. Based upon the data, our efforts next year will be focusing on extending classroom time in language arts, and offering reading classes in addition to ELA.

A second grant with Making Middle Grades Work (MMGW) led to the development of a five year literacy plan with emphasis on professional development for teachers in differentiating instruction, reading across the content areas, and establishing demonstration classrooms to assist teachers with the implementation of best practices in teaching and learning. In conjunction with SREB (Southern Regional Educational Board), our MMGW team delved into the study and presentation of data as well as reshaping the culture of our school to create a positive learning environment for students.

A third awarded School Improvement Grant (SIG), effective 2005-2006, with Positive Behavior Support (PBS) is targeting the need to improve overall discipline within the school by effectively teaching expected behaviors through curriculum and instruction and advisory classes. Proactive strategies for defining, teaching, and supporting appropriate student behaviors will be the focus for next year to reduce the number of referrals and increase academic achievement.

A fourth awarded grant with Heritage Community Services will emphasize the need for character development in the middle school. Through curriculum and content, instructors provided by Heritage will teach our students the pillars of good character and help mold and shape them into great citizens. While we continue to progress academically, we also strive to provide an ambiance in which students grow emotionally and socially. The "middle school years" are often very difficult for students as they mature and grow into young adults. We provide a warm, nurturing environment yet have clear, firm guidelines and expectations for student behavior.

It takes a combined effort of students, parents, staff, and community members to make McClellanville Middle School a great school! We encourage participation of all of these groups as we move forward in achieving performance excellence in the coming years.

Principal: William C. Price

SIC Chair: Roxie White

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	56	52
Percent satisfied with learning environment	66.7%	85.5%	90.2%
Percent satisfied with social and physical environment	83.3%	85.2%	86.3%
Percent satisfied with school-home relations	33.3%	80.0%	64.7%

*Only students at the highest middle school grade level at this school and their parents were included.